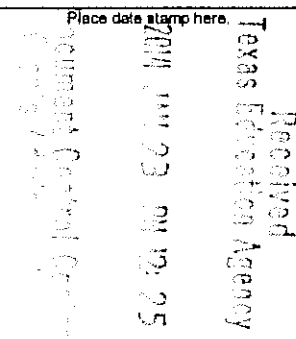


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here. 
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Everman ISD	Vendor ID # 756001394	Mailing address line 1 Everman Administration Building
Mailing address line 2 608 Townley	City Everman	State TX
County- District # 220904	Campus number and name All Campuses	ZIP Code 76140
US Congressional District # TX-26		DUNS # 068384999

Primary Contact

First name Cathy	M.I. Sewell	Last name Sewell	Title Asst. Superintendent
Telephone # (817)568-3500	Email address csewell@eisd.org	FAX # (817)568-3508	

Secondary Contact

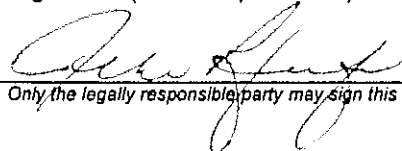
First name Jerilyn	M.I. Pfeifer	Last name Pfeifer	Title Superintendent
Telephone # (817)568-3500	Email address jpfeifer@eisd.org	FAX # (817)568-3508	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Jerilyn	M.I. Pfeifer	Last name Pfeifer	Title Superintendent
Telephone # (817)568-3500	Email address jpfeifer@eisd.org	FAX # (817)568-3508	
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Everman Independent School District (EISD) Strategic Compensation Plan aligns teacher pay and with district policies, practices, and systems to positively impact classroom instruction and student achievement. EISD is a suburban district in Everman, Texas. According to the Texas Education Agency (TEA) District Snapshot, the school district serves 5,046 students on ten Title 1 campuses. Students perform far below the state average in passing state assessment scores in all content areas. Consequently, one EISD campus is listed as Improvement Required and three additional schools have missed state performance standards with less than 50% of various sub pops not meeting STAAR standards. The proposed Educator Excellence Innovation Program focuses on the attainment of 4 goals that are shown by research to transform educator quality and effectiveness to improve student learning and achievement through improved and innovative district-level policies, practices and systems: 1. Restructure the recruitment, hiring, and retention policies of the district; 2. Align district goals for student growth and achievement with strategic compensation; 3. Revise the teacher appraisal policy to include multiple appraisals and appraisers; and 4. Provide pathways for professional advancement. The EISD plan for strategic compensation will imbed teacher salary reforms in district efforts to improve classroom instruction and student achievement. Budget Development: The District Wide Improvement Committee (DWIC) meets four times each year to monitor improvement; they review budgets, curriculum, staffing patterns, and professional development that are directly impact data-based needs and school organization. The committee consists of individuals who directly reflect the subpopulations and diversity of the community including professional staff, parents of students, and community/business partners. The team met in January of 2014 to align district needs to the goals of the EEIP. The group used the District Improvement Plan format to map out components of the project (goals, milestones, activities) and discuss the budgets for each. Demographics: The majority of learners in EISD are economically disadvantaged (89%). Only 69% of students in the district met proficiency standards on the state assessment in 2013. Passing rates were lowest in the content areas of Writing (58%) and Social Studies (63%). The percentages of students passing Science (71%), Math (72%), and ELA (78%) are lower than state averages and require improvement. Because of low mastery of core content, less than one fourth of EISD students are prepared for college in both English Language Arts and Math as indicated by Higher Education Readiness Component (HERC). The district employs 340 professional educators. 48% of teachers in EISD have less than 5 years experience and the annual turnover rate is 15.2%. There is a need to reward and place highly effective teachers in classrooms to improve student achievement. Needs Assessment Process: EISD's Director of Federal Programs will guide stakeholders in conducting district and campus snapshots as part of a comprehensive needs assessment. Data from the needs assessment and information, from a review of current school and classroom practices, are used to develop the District Improvement Plan. Campus Improvement Committees also use the needs assessment to develop 90-day action plans each semester. These plans document the need identified and a set of recommended actions to address the area of concern. Grant Management: The grant will be directed by the Assistant Superintendent for Curriculum and Instruction and managed by the Director of Professional Development. The administrators will determine the level of communication and quality, type, and degree of participatory involvement practiced by the principals, teachers, and staff. Grant documents, activities, timelines and schedules will be created with guidance from the External Evaluator. The calendar will include in-school and extended day activities, professional development (including seminars, conferences, coaching, and team-teaching), student assessment, purchase of resources, personnel, reporting, and advancement opportunities in career tracks. At quarterly DWIC meetings, the team will evaluate systems developed for EEIP management to determine quality of components based on collection and analysis of data. During meetings, reports from the system will be evaluated by stakeholders. At the campus level, the CIC will monitor implementation of the project activities and systems to discuss concerns and solutions at team meetings. Reports of progress will be communicated to the District Wide Improvement Committee by each Principal. The DWIC will review district level goals, milestones, and timelines based on feedback, and will adjust as needed. Program Evaluation: Program evaluation will be designed and conducted by the External Evaluator. The specialist will use teacher performance data and student achievement data to evaluate progress for each goal of the EEIP. Qualitative data will be collected from new employee surveys, teacher evaluations, and professional development appraisal forms. Quantitative data will be collected from salary schedules, employment records, teacher evaluations, student growth and achievement reports, and EEIP attendance sheets. The External Evaluator will design the evaluation to determine the effect of the program on desired goals as well as on participants. Statutory Requirements: Everman ISD will meet Statutory Requirements: (1) The **induction system** will be improved. Each teacher on the first level of educator classification (Novice) will have a mentor assigned. The mentor will be a

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Master Teacher trained by ESC XI consultant and comply with documentation required of the ESC mentoring program. (2) **Multiple observations** will be conducted for teachers throughout the year using Professional Development Appraisal System (PDAS) and Teacher Advancement Program (TAP) observation rubrics. Master teachers will be trained and deployed to observe teachers. All teachers will also complete a self-evaluation using the rubrics before each observation, and attend a pre and post assessment meeting to discuss the expectations and results. (3) The *formal evaluation process* will be revised to ensure teachers have the tools, and opportunities to develop and display improved pedagogical skills. The PDAS observation will be conducted by an administrator at least twice each year. Master teachers will be conduct peer observations at least twice each semester. Self evaluations will be conducted by the teacher before each observation. An EEIP Evaluation Overview will be created to display the score of the individual teacher's performance across multiple domains. In addition, the overview will include student growth, peer and teacher self-assessment scores on the TAP, and student achievement scores. The final score will be derived from these multiple measures at the summative evaluation meeting. (4) *Regular collaboration opportunities* - Accommodation to the campus schedule, EISD salary schedule, and professional development calendar will allow for teachers to meet at common planning meetings within the school week for teachers to discuss and share pedagogical strategies. (5) *PD activities tied to evaluation results*-Master Teachers will be designated as Instructional Coaches for core content subjects on each campus. Educators will attend ESC XI Teacher Leader training and will provide instructional coaching support at common planning meetings. Each Instructional Coach will be trained to conduct TAP evaluations. The educator and Coach will complete the TAP Evaluator/Teacher Report which includes the scores of both professionals. These scores will be listed on the EEIP Evaluation Overview to play a role in the educator's final evaluation. (6) EISD will develop a *strategic compensation plan* that differentiates compensation. *Career Supplement*: The EEIP creates 4 levels of educator classification that relate to performance and responsibility: Novice, Career, Master, and Advanced teacher. Base Pay Supplements for educator classifications have been determined annually for teachers assigned to work in subject areas that require advanced credentials to teach. Teachers at Master and Advanced levels of the pathway will acquire and share new knowledge and skills or assume extra responsibilities. *Performance Supplement*: The EEIP establishes standards based performance supplements to campuses that achieve annual school wide goals related to student achievement. Teachers in these schools will be eligible to receive a supplement based on the individual impact on student achievement. The program utilizes state assessment results that employ value added measures to determine supplements in this category. (7) The EISD *recruitment and hiring process* will be revised to include a stipend for early retirement notification to ensure the district can recruit quality applicants during the spring semester of each year. (8) Through the EEIP *multiple career pathways* for classroom teachers will have additional opportunities for advancement. Novice and Career teachers will have professional development and support to gain skills needed to advance levels. Advanced Teachers will work with content areas to integrate writing lessons into subject content; Master teachers will act as campus leaders to direct common planning meetings, demonstrate best practices, and guide teachers in implementing effective classroom management and instruction. TEA Requirements: (1) EISD serves a diverse student population (42.59% African American, 50.16% Hispanic, and 5.22% Caucasian). Texas public schools are experiencing budget cuts in programs that serve economically disadvantaged and at-risk learners while achievement expectations are increasing for each student population. Our district has difficulty providing training and support needed to positively promote student learning and achievement. Specific challenges for EISD that cannot be achieved without grant funds include: providing stipends for early notification of retirement and signing bonuses to hire quality applicants; providing salary supplements for mentors and instructional coaches to positively impact classroom instruction; educator excellence awards for educators teaching in campuses that meet state standards; and compensation for teachers who hold credentials to teach specialized course sequences or teach in content areas that are specified as teacher shortages. (2)The DWIC has developed a single, integrated timeline that lists objectives, milestones, and action steps necessary to fulfill each of the required practices in the EEIP. (3) All stakeholders had input and approved the proposed EEIP. The DWIC that developed the plan includes representatives from each campus. Faculty meetings were held to vote on the plan. Each campus had approval by at least 80% of educators. (4) All campuses in EISD will participate in the grant program. Conclusions: Our district is committed to providing quality education for each of our students. The proposed program will implement district policies, practices, and systems that directly affect classroom instruction.. During the grant period, our team will publish program information to celebrate teacher and student success and encourage community support for the project.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 220904 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$816,720	\$73,800	\$890,520	\$821,119	\$73,800	\$894,919
Schedule #8	Professional and Contracted Services (6200)	6200	\$34,300	\$24,500	\$58,800	\$25,700	\$24,500	\$50,200
Schedule #9	Supplies and Materials (6300)	6300	\$4,644	\$0	\$4,644	\$4,445	\$0	\$4,445
Schedule #10	Other Operating Costs (6400)	6400	\$33,000	\$0	\$33,000	\$33,000	\$0	\$33,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$888,664	\$98,300	\$986,964	\$884,264	\$98,300	\$982,564
Percentage% indirect costs (see note):			N/A			N/A		
Grand total of budgeted costs (add all entries in each column):			\$888,664	\$98,300	\$986,964	\$884,264	\$98,300	\$982,564

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$986,964	\$982,564
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$98,696	\$98,256

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 220904			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator – Leadership Mentor	1		\$60,000	\$61,000
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1		\$30,000	\$30,000
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Instructional Coach (2 ELA/Writing and 2 Math/Science)	4		\$240,000	\$242,000
16	Instructional Coach: Dual Language to serve 5 elementary	1		\$60,000	\$61,000
17	Title			\$	\$
18	Subtotal employee costs:			\$390,000	\$394,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$14,000	\$14,000
20	6119 Professional staff extra-duty pay – allowable stipends and awards			\$320,000	\$320,000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$166,520	\$166,919
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$500,520	\$500,919
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$890,520	\$894,919

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Jensen Training (2 days - Induction, 1 day school-wide PD)	<input type="checkbox"/>	\$3900	\$3900
2	ESC, Region 11 Mentor trainings (4 days/year, \$800/day)	<input type="checkbox"/>	\$3200	\$3200
3	ESC, Region 11 Writing Across Content Areas (2 days/year, \$800/day)	<input type="checkbox"/>	\$1600	\$1600
4	ESC, Region 11 TX Regional Collaborative Excellence Math & Science	<input type="checkbox"/>	\$7600	\$3200
5	Carnegie Training	<input type="checkbox"/>	\$9600	\$9600
6	Six Traits Writing	<input type="checkbox"/>	\$8400	\$4200
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$34,300	\$25,700

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Evaluation		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Hire external evaluator to design, facilitate, and report grant evaluation.				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$24,500	\$24,500
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$24,500	\$24,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 220904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 220904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$34,300	\$25,700	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$24,500	\$24,500	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$58,800	\$50,200	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220904

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$200	\$0
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$4444	\$4445
Grand total:						\$4644	\$4445

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 220904		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: UT Dana Center Math Coach training (5 days/year in Austin – registration and travel - \$4,500x2=\$9,000, CAMT conference - \$2,000x8=\$16,000, Texas Literacy Conference - \$1,000x8=\$8,000)	\$33,000	\$33,000
Grand total:		\$33,000	\$33,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 220904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	2301	42.59%	Attendance rate	96.14%
Hispanic	2710	50.16%	Annual dropout rate (Gr 9-12)	.8%
White	282	5.22%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	67%
Asian	35	.64%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	4673	86%	Students taking the ACT and/or SAT	75.1%
Limited English proficient (LEP)	1255	23.23%	Average SAT score (number value, not a percentage)	1253
Disciplinary placements	230	4.25%	Average ACT score (number value, not a percentage)	16.8

Comments

EISD is located south of Fort Worth. The district serves all residents of Everman, Texas as well as portions of Fort Worth, Forest Hill, and Burleson. Demographic data of the campus and community reflect the diversity of the communities served. Campus Demographics: 42.59% of the district population is African American, 50.16% Hispanic, 5.22% White, 0.64% Asian. The demographics of EISD have changed over the past decade. PEIMS data reveals since 2001, the percentage of African Americans in the district has decreased 24.8%, Hispanic learners have increased 27.5%, and White students has decreased 21.3%. As the number of Hispanic learners increases, so does the number of LEP learners which is 18% higher than in 2001. Demographics: EISD serves an impoverished community. The majority of residents do not own their home. The median income for an Everman household is estimated to be \$38,838. This is dramatically less than the Texas average of \$48,259. Income averages for Everman have remained almost unchanged since the 2000 Census. As a result, 86% of students in Everman ISD are classified as economically disadvantaged. Education: Studies reveal student academic success is directly related to the education of parents. Data indicates, for the population age 25 years and over in Everman: 74.2% hold a high school diploma or higher; 8.4% have earned a Bachelor's degree or higher; 1.1 % hold a graduate or professional degree. This means 90.5% of students in EISD will be first generation college students. There is a need to employ effective educators to meet the needs of our diverse student population to break the cycle of poverty.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	70.7	20.0%	No degree	0	0%
Hispanic	57.3	16.2%	Bachelor's degree	311	82.72%
White	217.1	61.3%	Master's degree	65	17.28%
Asian	4	1.1%	Doctorate	0	0%
1-5 years exp.	142	37.77%	Avg. salary, 1-5 years exp.	48,412	N/A
6-10 years exp.	96	25.53%	Avg. salary, 6-10 years exp.	49,979	N/A
11-20 years exp.	84	22.34%	Avg. salary, 11-20 years exp.	52,733	N/A
Over 20 years exp.	54	14.36%	Avg. salary, over 20 years exp.	61,095	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	308	456	410	420	433	401	395	407	404	393	425	364	296	268	5380
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	308	456	410	420	433	401	395	407	404	393	425	364	296	268	5380

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	12	23	22	20	20	23	19	21	22	24	24	25	21	19	295
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	12	23	22	20	20	23	19	21	22	24	24	25	21	19	295

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Wide Improvement Committee (DWIC) planning cycle begins with the needs assessment. The ESC XI provides technical assistance to Everman Independent School District. A snapshot of the district and campus needs is conducted each spring. Data is analyzed including: benchmark and district assessments, Texas Academic Performance Reports, progress reports, report cards, attendance data for students and teachers, tardy reports, discipline reports, teacher walk-through observation data, PDAS evaluation data, parent attendance at school events, parent complaints, community surveys, current staff development evaluations, and other appropriate information sources. The comprehensive needs assessment includes a systematic review of data to identify the difference between current performance and required performance in four accountability areas as defined by the Texas Education Agency Accountability System:

- ✓ Index 1 Student Achievement,
- ✓ Index 2 Student Progress,
- ✓ Index 3 Closing the Gaps, and
- ✓ Index 4 Postsecondary Readiness.

Using the data, components affecting student achievement are evaluated including individual/teacher, and grade level achievement, formalized instructional programs, campus programs and procedures (scheduling, tardy policy, communication processes), and new initiatives (school websites, extended day programs, computer lab interventions, parent activities). The resulting needs assessment then reveals the difference between current achievement and required accomplishments, as well as, causal factors for low performance.

The Board of Trustees sets goals for school improvement each year. The DWIC uses the board goals to determine priorities for school reform. They use the comprehensive needs assessment information to create objectives, strategies, personnel, and resources for improving performance for each board goal. The result is the District Improvement Plan. Each campus utilizes the district plan as a framework or guide to determine campus goals and to create a Campus Improvement Plan. In the area of student achievement, each school uses performance data disaggregated by content area to determine the desired performance standard, the actual performance, and the basis of low performance. Once the content areas and grade levels have been identified, the TEKS and Student Expectations are examined to determine the area of concern. Finally, the learning objectives, resources, strategies and timelines for instructional improvement are determined and documented on the Campus Improvement Plan.

The District Wide Improvement Committee utilized the comprehensive needs assessment as well as the district and campus plans to determine the most effective method of implementing EEIP activities in the district. During planning, the team has:

- Identified areas of strength and areas that need to be improved,
- Defined outcomes for grant activities and goals,
- Aligned grant activities for the district and campuses, and
- Set the expectation for implementation.

The resulting grant plan will serve as a basis for faculty and school leadership to change school and classroom practices. Data will be collected throughout the grant program to monitor and adjust grant goals and activities. The DWIC will use baseline data to determine growth in areas of need and areas of strengths. They will monitor changes in data to make decisions about grant timelines in each program component. Areas of focus will include: curriculum/instruction, staff development, teacher retention, assessment; and data-based needs by special populations. Annual District/Campus Improvement Plans and 90 day action plans will be revised accordingly.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	EISD employs 295 teachers in the district and 7 support staff members making the ratio of students to teachers 15:1. However, only 69% of students met standards on all tests in 2013. The need lies in the fact that 48% of EISD teachers have less than 5 years experience. The annual teacher turnover rate is 15.2% and the majority of teachers leave the district between their first and third year of teaching.	Restructure the recruitment, hiring, and retention policies of the district to increase the number of highly qualified educators teaching our students: (a) Implement early retirement stipend to recruit early and hire highly qualified applicants, (b) Improve induction system to include additional training in using high yield strategies of instruction during new teacher in-service, and (c) Designate Master teachers as Mentors to work with Novice teachers during their first year of teaching in the district.
2.	The percent of students meeting achievement standards set by the state is below expectations (all tests taken 69%, Writing 58%, Social Studies 63%, Science 71%, Math 72%, ELA 72%). Since only 58% of students met standards on the Writing and Social Studies exams, these areas are of greatest concern. Low achievement result in student failure. In 2013, 6.9% of students dropped out of school, 88.8% graduated with their class, and 6.1% met standards on Texas Success Initiative college entrance exams.	Align district goals for student growth and achievement with strategic compensation and provide instructional support to improve student achievement, growth and postsecondary readiness: (a) Use value added measures to determine Performance Supplements for teachers that meet state standards of student achievement, growth, postsecondary readiness, (b) Designate Coaches for ELA, Math and Dual Language to train teachers in content knowledge and demonstrate instructional best practices, and (c) Implement common planning sessions.
3.	EISD serves 50% Hispanic, 43% African American, 5% White, 2% American Indian and Asian students. 86% of the students are classified as economically disadvantaged and 23% LEP. Each student population requires highly qualified, experienced educators. 38% of EISD teachers have 5 years or less experience. EISD needs an appraisal system focusing on growth in content knowledge and pedagogy, which provides targets for improvement.	Revise the teacher appraisal policy to include multiple appraisals and appraisers to improve instructional skills of educators: (a) Implement formal PDAS evaluations once per semester, (b) Conduct informal TAP observations by Peer Evaluators twice per semester, (c) Implement teacher self evaluations before each evaluation, (d) Schedule pre and post meetings, and (e) Develop a value added report that uses the scores from each evaluation to calculate the educator's final evaluation score.
4.	All schools in EISD serve diverse student populations, but there is a dichotomy of achievement. In 2013, 5 campuses were awarded Distinction Designations and 4 campuses failed to meet safeguards. Schools achieving success implemented instructional coaching and professional development programs focused on the development of teacher pedagogy and accountability for student success. Educator expertise and accountability is the key to success in our high achievement schools.	Provide pathways for educators to advance in their career as an educator: (a) Create 4 levels of educator classification that relate to performance and responsibility: Novice, Career, Advanced, and Master teacher. (b) Provide PD (workshops, training, and conferences) for teachers to advance in their career pathway; (c) Implement Career Supplements to base pay for educator classifications annually for teachers who assume extra responsibilities or instruct in subject areas that required advanced credentials to teach.
5.	Leadership plays an important part in district, campus, and grant program effectiveness. Campuses that implement innovative school improvement programs effectively are successful in meeting educational goals. EISD needs to employ a Leadership Mentor and External Evaluator to work with our district and campus teams to plan, implement, and evaluate the grant program effectively.	Manage and evaluate the grant program: (a) Hire a Leadership Mentor to manage the grant program including working with administrators to effectively implement innovations; (b) Contract with an External Evaluator to design the evaluation of the program including data collection, methods, analysis and reporting.

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Schedule #14—Management Plan

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Certified administrator with excellent team building skills, state law and school policy, and grant management; Responsible for oversight of planning, implementing, and evaluating EEIP, revision of Human Resources processes, and Salary Schedule and Evaluation policy.
2.	Leadership Mentor	Full time certified administrator with experience in supervising teams, grant management, and teacher evaluation system; Part time responsibilities to the grant program include day-to-day implementation of program activities, scheduling and overseeing PD, team-building, and data collection and reporting.
3.	Mentors, Instructional Coaches	Certified educator with TEA required credentials and experience for position, success in working with diverse learners, strong communication skills; Responsible for PD, data analysis, coaching and co-teaching activities, and peer evaluations.
4.	Consultant	Education Service Center consultants: Contracted to provide training in development of framework for effective educator compensation plan; and to provide expertise in the development of evaluation system with multiple evaluations and multiple evaluators that uses Accountability System Index 1-4 to include achievement and growth as measure of teacher effectiveness.
5.	External Evaluator	Experienced professional evaluator with experience in using quantitative and qualitative methodologies to conduct formative and summative evaluations based on growth models, knowledge of educator award programs, and ability to facilitate data analysis meetings.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Restructure the recruitment, hiring, and retention policies of the district	1. Early retirement stipend for retirement candidates	04/01/2014	03/31/2016
		2. 2 day Jensen training during in-service	08/18/2014	08/26/2016
		3. Mentors designated and compensated	05/30/2014	08/31/2016
		4. Mentors co-teach and mentor Novice teachers	08/18/2014	06/03/2016
		5. increase in number of highly qualified educators	05/30/2014	06/03/2016
2.	Align district goals for student growth and achievement with strategic compensation	1. Performance criteria and compensation plan	04/01/2014	05/30/2014
		2. Performance Supplements paid to teachers	08/18/2014	06/03/2016
		3. Instructional Coaches hired	05/30/2014	08/18/2014
		4. Common planning sessions conducted weekly	08/18/2014	06/03/2016
		5. Improved achievement, growth, and postsecondary	05/30/2014	06/03/2016
3.	Revise the teacher appraisal policy to include multiple appraisals and appraisers	1. Formal PDAS evaluations conducted 1/semester	08/18/2014	06/03/2016
		2. Informal TAP observations conducted 2/semester	08/18/2014	06/03/2016
		3. Teacher self evaluation conducted 3/semester	08/18/2014	06/03/2016
		4. Pre and post evaluation and PD conducted	08/18/2014	06/03/2016
		5. EISD exhibit improved instructional skills	05/30/2014	06/03/2016
4.	Provide pathways for educators to advance in their career as an educator	1. 4 levels of educator classification recognized	04/01/2014	05/30/2014
		2. PD conducted to improve pedagogy, credentials	08/18/2014	06/03/2016
		3. Career Supplement plan created	04/01/2014	05/30/2014
		4. Career Supplements paid to teachers	08/18/2014	06/03/2016
		5. EISD teachers advance in education career	05/30/2014	06/03/2016
5.	Manage and evaluate the grant program	1. Leadership Mentor hired to manage EEIP	05/30/2014	06/03/2016
		2. Leadership Mentor works with administrators	08/18/2014	06/03/2016
		3. External Evaluator contracted for 2 years	05/30/2014	06/03/2016
		4. Evaluation designed to determine effectiveness	04/01/2014	05/30/2014
		5. Grant report of program effectiveness	05/30/2014	06/03/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the

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grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EISD plans, implements, and evaluates school improvement initiatives through the District Wide Improvement Committee using the site based decision making process. The EISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. A team of stakeholders, the District Wide Improvement Committee (DWIC) is responsible for putting the board goals into action. The DWIC consists of parents, educators, administrators, community members and educational partners. As required by TEA, the committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DWIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Wide Improvement Committee.

The District Wide Improvement Team meets four times each year. During meetings, the Assistant Superintendent presents progress reports including data and feedback. With the guidance of district leadership, the DWIC uses the information to adjust strategies, personnel, and resources to meet goals. Reports of progress toward meeting goals including adjustments and changes to the plan are presented to the Board of Trustees at monthly meetings. The meeting agenda and minutes are posted after each meeting on the EISD website. In this way, school improvement goals, changes, and progress are reported to the board, as well as, the community and the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Everman Independent School District (EISD) we are dedicated to partnering with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. Our district is in the process of implementing several projects that are similar to the planned project EEIP. (1) Improve Recruiting, Hiring and Retention Strategies: EISD has recently developed new hiring policies that focus questions on the application on teacher experience, the educator certification program completed, and professional development attended. (2) Improve Student Achievement: In 2012, the district was awarded the Online College grant award. The program enables the district to provide informative college and career assistance to parents, counselors, students, and teachers through an online college success program. The grant has been successful in fostering a college-going culture and preparing students for rigorous postsecondary studies and career success; (3) Revise the Formal Evaluation System: EISD leadership attended a professional workshop focusing on the use of student growth measures as a component of teacher evaluation. The team is in the process of working with faculty to approve student achievement and progress as components of the formal evaluation process; (4) Create a Differentiated Compensation Plan: In 2008-2010, EISD implemented a DATE grant award. The grant program compensated teachers each year for outstanding student achievement on the TAKS exam. The grant was effective in improving student achievement and rewarding teacher excellence. However, the program was focused on student achievement. The proposed plan focuses on improving district systems and policies, and to offer career opportunities to improve student and teacher learning. EISD's commitment to the goals of the Educator Excellence Innovation Program is evident in the school improvement initiatives that are currently being implemented and the programs that have been implemented in the past. Lessons learned during the implementation of each project will definitely guide development of a successful grant program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Educator years experience, turnover rate, degree attained – TEA District Snapshot	1.	Increase % of Teachers With 5 or More Years of Experience
		2.	Decrease in Teacher Turnover Rate
		3.	Increase % of teachers with content area credential or degree.
2.	Change in student performance data, TEA Academic Performance Reports	1.	Increase % students Met Achievement, Index 1 over prior year
		2.	Increase in student performance on Index 2 Student Progress over prior yr
		3.	Increase scores of targeted pops over prior year, Index 3 Closing the Gaps
3.	Change in educator effectiveness, PDAS, TAP, and self evaluation calculations	1.	% increase in rating on PDAS domains, TAP performance standards
		2.	Avg. numeric increase/decrease of % "proficient" over prior year
		3.	% teachers offered contract and % admin. offered contract from prior year
4.	Change in educator salary, PEIMS data	1.	Average Teacher Salary % of increase from prior year
		2.	Average Professional Support Staff Salary – % of increase from prior year
		3.	Average Administrative Salary – % of increase from prior year
5.	Educator career level compared to prior year, EEIP Career Pathways Report	1.	Increase in # of teachers at Career, Advanced, and Master Teacher level
		2.	# and % of teachers receiving supplement as result EEIP
		3.	# and % of non-teachers receiving supplement as a result of EEIP

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Coordinator/Leadership Mentor will oversee the data collection and problem correction tasks of the grant under the supervision of the Project Director, the EISD Assistant Superintendent of Curriculum and Instruction.

Program-level data: The Project Coordinator will monitor project activities throughout the project period to determine the extent to which the activities of the project were implemented as planned. The grant administrator will create an EEIP calendar depicting District Wide Improvement Committee (DWIC) meetings, professional development training, workshops, educator evaluation windows, and educator award activities. The coordinator will insure documents including the Human Resources Recruitment and Hiring policies, the Formal Evaluation Plan, the EEIP Career Pathway Report, and EEIP Salary Supplement Plan are documented and placed on the agenda of Board of Trustees meetings for approval. An EEIP sign-in sheet will be provided at each meeting or event. The District Wide Improvement Committee will meet as needed during the first months of the grant program to plan the program including developing a grant framework that includes goals and objectives correlated to a timeline of activities and events. Each quarter, the DWIC team will determine progress toward implementation of activities using the framework. The timeline and activities will be revised each quarter as necessary based on feedback. This will allow for problems to be identified and addressed in a timely manner.

Student-level academic data: The Project Director and Coordinator will work with the External Evaluator to create an evaluation checklist depicting student performance results to determine the impact of the project activities on the participants. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Mentors and Instructional Coaches will work with educators to analyze formative data at common planning meetings. Benchmark data will be collected analyzed at the end of the fall semester using Eduphoria reports. District leadership team will graph student benchmark scores by grade level and campus achievement for each content area and for targeted student populations including African American, Hispanic, Special Education, LEP, and economically disadvantaged groups. Decisions will be made to revise grant milestones and strategies based on the data. This will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Educator Excellence Innovation Program (EEIP) will change the recruitment, hiring, and induction policies of the district to improve the number of effective educators working in the district, and to increase the chance that they will continue employment in the district in future years.

Induction Program Revisions: New teachers to Everman ISD attend three days of professional development before the contractual employment period. The training days held before school begins are used to introduce new employees to the mission and educational philosophy of the district, as well as learn the employment benefits and policies of the school district. The EEIP program will enable EISD to add two days of professional development to the "new teacher" training. The professional development will be based on the development of Jensen brain based strategies to develop a positive, successful instructional program that meets identified school improvement goals. In addition, all teachers will attend Educator Excellence Innovation Program training during inservice. The workshop will be conducted by the Project Coordinator to introduce teachers to the grant program and to overview Teacher Advancement Program (TAP) observations procedures and performance standards.

Mentors: The EEIP will enable the district to designate Mentors to provide support and guidance for Novice teachers during their first year of employment in the district. The Mentor teacher will be designated based on TEA guidelines. The Mentor will have at least three years experience in working with diverse learners in the new educator's grade level for grades PK-3, or content area for grades 4-12. Each Mentor will attend training conducted by an Education Service Center, Region 11 consultant each 9 weeks to implement appropriate and effective activities. Mentors will be expected to work with their mentee at least three hours each week. The Mentors will be given three hours of release time each week to plan and conduct mentoring sessions or be given a supplement to work with Novice teachers after contract hours. Mentors will receive a salary supplement for their work with new teachers and the completion of documentation and peer evaluations.

Instructional Coaches: Instructional Coaches will be employed to support EISD educators in implementing effective high yield teaching strategies to improve student learning. This year, five EISD campuses failed to meet TEA Accountability safeguards. In the past, our district has successfully implemented an instructional coaching model to improve student performance. Through the EEIP, two additional ELA coaches will work with ELA, Reading, Writing, and Social Studies teachers, two Math Coaches will be employed to work with math and science teachers, and one Dual Language Coach will be hired to work with teachers of Dual Language students in the five elementary campuses.

Instructional Coach Selection: Each coach will be selected based on experience in teaching in the content areas for three or more years, evidence of classroom student achievement, and experience in successfully providing staff development and mentoring colleagues. Coaches selected will have excellent communication skills and a deep respect for teachers' professionalism. Experience in conducting peer training and/or a master's degree in Educational Leadership and Administration will be preferred.

Instructional Coach Training: EISD coaches will attend Jensen training to focus teachers on practices that improve student success - classroom management, content enhancement, instruction, and assessment for learning. In addition, Math coaches will attend training at the UT Dana Center in the summer of each year to gain access to research based content and assessment materials, classroom modules, and coaching strategies. They will also attend Carnegie training to learn to use the electronic program for intervention instruction. ELA teachers will attend Education Service Center, Region 11 training to use writing skills across content areas. The Dual Language Coach will attend ESC XI training to learn best practices for integrating second language content into classroom lessons. In addition, all coaches will attend Teacher Leader training at Education Service Center, Region 11 to integrate research based leadership practices into coaching activities.

Assignment and meeting schedule: The Instructional Coaches will meet with all educators who are assigned to teach the targeted content area each week at common planning time to examine student performance data, to plan lessons using best practices (curriculum/instruction) and to schedule educator support (professional development and coaching activities). During the EEIP meetings, the coaches will provide training to teachers in the administration of formative

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observations, checklists of skills, and unit assessments to monitor progress and summative assessments such as semester benchmarks, and annual STAAR assessments to evaluate achievement. Coaches will lead teachers to use data to inform curriculum and instruction decisions, to identify materials and resources that support relevant and rigorous lessons, and to establish parent participation initiatives that support targeted instructional strategies. Also during EEIP meetings, content specific training based on the scope and sequence framework will be conducted to develop teacher content knowledge. Teachers will share ideas and plan together using differentiated learning models and collaborative classroom management strategies learned during Jensen training. Sheltered Instruction components based on SIOP training will also be used. The coach will work with the teachers to meet campus expectations including following schedules and policies and implementing positive discipline routines. The coach will model lessons and demonstrate strategies learned in training when needed.

Average number of hours of collaboration: Teachers will attend EEIP meetings each week for 45 minutes. The team meetings will be held by grade level in grades PK-2 and by content area in grades 3-12. Because of the size of the campuses and district and responsibilities of the teachers in teaching a variety of courses, common planning will be held after school on most campuses.

Peer observations: Teachers will attend in-service to become familiar with the Teacher Advancement Program (TAP) performance standards. The Instructional Coaches will use common planning time to review performance standards and related criteria. Coaches will schedule and conduct peer observations to encourage teacher transfer of learning into instruction at least once each semester. Before the observation, the coach will hold a pre-observation meeting during an EEIP meeting. The meeting will be held collaboratively to enable teachers to share ideas and thoughts about the standards and successful strategies for integration into classroom activities. During the meeting, teachers will be instructed to complete a self evaluation using the TAP rubric to be turned in before the peer observation is conducted. The coach will meet with each teacher individually one week after the observation to discuss strengths and weaknesses and to schedule co-teaching or modeling lessons in the classroom when appropriate.

Accommodations: Coaches will have an office on each campus served. Each coach's schedule will be created to enable them to attend EEIP meetings at multiple campuses during the week. Working hours of these employees will be adjusted to meet the demands of the position. For example, coaches may have an 8 hour work day that begins at 10:00 and ends at 6:00. Coaches will be paid a supplement for their additional training, assessment, and evaluation responsibilities. Teachers will be paid compensation for attending 'after hours' meetings.

Everman ISD has a diverse population of students. In our district, effective teachers are the key to improved student learning, growth, and achievement. The proposed EEIP induction and support components will increase teacher content knowledge and instructional abilities. Successful teachers will stay in our district to be part of the EISD vision that strives to make a positive difference in the lives of at-risk students and to give them the tools to succeed in school, college, and a chosen career.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD evaluation process will be restructured to consist of multiple observations including: Professional Development Appraisal System (PDAS) administrator conducted observations, Teacher Advancement Program (TAP) peer conducted observations, and PDAS and TAP self evaluations conducted by teachers.

Multiple observations: Using multiple observations will foster ongoing communication and collaboration between evaluator and teacher. This will promote a productive professional relationship that is supportive and leads to improved student achievement and increased teacher growth and development. Although each type of observation is conducted independently, both the formal PDAS and informal TAP observations are tools to inform evaluation that provides the opportunity to gather evidence of instruction; processes for giving targeted evidenced-based feedback to teachers; and a means for instructional coaches and campus administrators to visit classrooms more frequently and more purposefully. Qualitative evaluations of pedagogical skills and growth will account for 50% of the teacher's summative evaluation score. In addition to qualitative measures of teacher learning, evaluations will be revised to reflect student learning. The TEA accountability system now provides ratings for student achievement and student growth. These components will become part of each teacher's final evaluation scores. Quantitative evaluations of student achievement and growth will account for 50% of the teacher's summative evaluation score. *Formal Observations* - Teachers will participate in a minimum of two formal PDAS observations each year. Each observation will be conducted for an entire class period or a minimum of 30 minutes. Before the evaluation, the evaluator will meet with the teacher to discuss content of the lesson and the process for conducting the evaluation. During the formal evaluation, the evaluator will observe a teacher engaging students in learning to collect valuable evidence on multiple levels. In addition, PDAS domains will be used to evaluate educator growth in EEIP priorities including professional development (workshops, graduate courses, conferences, and coaching activities) and professional career path (teacher, mentor, instructional coach, coordinator, director, and administrator). After each evaluation, the evaluator will meet with the teacher to discuss scores and recommendations for improvement. Teachers will work with administrators to complete the *Intervention Plan for Teachers in Need of Assistance* form to plan for improvement when an educator scores "Below Expectation" on the Summary. *Informal Observations* - In addition to formal PDAS evaluations conducted by the administrative staff, all teachers will participate in multiple walkthrough observations conducted by Mentors, Instructional Coaches, and/or EISD administrators. Implementing informal classroom observation will be a school-wide initiative. The walkthroughs will be informal observations that last less than 30 minutes. The observations will occur at least twice each semester and may be unannounced. Each walkthrough will have a predetermined focus established during PLC common planning meetings. The evaluator's presence in the classroom sends a positive message to teachers that the coach supports the teacher's implementation of best practices in training into classroom instruction. Follow-up communication to informal classroom observations is a critical component. A post-conference meeting between the evaluator and educator will be provided face-to-face and in written form. *Self Evaluations* - Educators will be expected to complete self-evaluation evaluations after each formal and informal evaluation. The evaluation enables the teacher to provide his or her perspective, add pertinent information concerning the class or subject matter, and to comment on areas of strengths and weaknesses. Frequent observations and constructive feedback for educators through multiple observations and pre and post conferences will allow educators to identify what is working well in the classroom; determine areas of needed improvement, and to access options for professional development.

Observation rubrics - PDAS and TAP forms will be used for all observations. *Formal Observations* - Each formal observation will be conducted by a credentialed evaluator using the *PDAS Observation Summary* for formative evaluations conducted during the year, and the *Summative Annual Appraisal* form rubric for the educator's final evaluation of the year. The documents illustrate criteria for eight domains based on four performance ratings. The rubric will be used to determine a score for each domain and for the overall observation. The evaluator will utilize the *Strength/Impact/Variety/Alignment (SIVA)* chart to match critical attributes with performance level standards. The results of each formal observation will be reviewed using the observation summary forms with the teacher during the post-observation conference. *Informal Observations* - The Instructional Coaches will conduct walkthrough observations using the *Teacher Advancement Program Teacher Observation Form*. This scoring rubric includes a section for each

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performance indicator, indicators of success within each performance standard, and scoring guides. The coaches will complete the rubric during walkthrough observations. The teacher will also complete the rubric scoring form. **Self Evaluations** - Teachers will complete the *PDAS Teacher Self Report Form* before the administrator formally evaluates performance. The administrator will take into consideration the perspective of the teacher in determining the final score on the *PDAS Observation Summary*. The teacher will complete the *Teacher Advancement Program Teacher Observation Form* before each informal observation. Both evaluator and educator scores will be recorded on the *TAP Evaluator/Self Evaluation Report*. The coach and teacher will work together to identify resources and training opportunities during the follow-up conference to accelerate educator growth. The administrator conducting the formal evaluation will also complete the EEIP Evaluation Matrix to record the results of each evaluation which will enable the evaluator to arrive at a value-added final evaluation score that reflects the educators growth across time.

Persons trained and deployed to observe teachers: All teachers, at all stages of their careers, will be assessed using a formal evaluation on their expertise and performance in the classroom and school setting. **Formal Observations** - Teachers with above expected levels of student growth will be observed by a credentialed EISD administrator. A credentialed evaluator is one who has completed PDAS training and possesses the proper certification/licensure to be an evaluator and has been approved as an evaluator by the school district. Teachers with expected levels of student growth will be evaluated by the Principal or Assistant Principal of the campus for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the Principal as evaluator for the evaluation cycle. **Informal Observations** - All teachers will be evaluated using informal walkthrough observations. The Instructional Coaches will be trained and credentialed to complete TAP evaluations during the first summer of the grant award. Teachers will be trained by the coaches to complete self evaluation forms.

Goals of both pre- and post-observation meetings: The purpose of pre and post conferences is to provide reflection and feedback on the observed lesson to increase educator effectiveness. Professional conversations between the evaluator and the teacher during the conferences will be focused on areas of strength and areas of weakness. Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance. Conferences with teachers before and after observations will be used to reflect on data available and will result in: (1) Identification of area(s) for future professional growth; (2) Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice; and (3) Outcomes that will enable the teacher to increase student learning and achievement. Multiple observations that include formal and informal observations, ongoing collaboration, and honest conversation between educators and their evaluators will provide the insight teachers need to improve instruction and performance ratings. Improved teacher performance will translate into improved student achievement. Both formal and walkthrough observations will use pre and post observation meetings to achieve positive change. **Formal Observations** - Before and after formal observations, teachers and the evaluator will meet together at scheduled conferences. During the meetings each educator will have opportunities for professional conversation about performance, goals, progress, as well as support needed. **Informal Evaluations** - Teachers will meet with evaluators before and after walkthrough observations. During common planning meetings, the team will discuss the observation, indicators, and the teacher performance rubric. Each teacher will have the opportunity to ask questions and gain support for teaching practices included in the observation before the walkthrough is conducted. After the walkthrough, the instructional coach will meet with the team to guide teachers in focusing on areas of professional development that will further the teachers' continuous growth and development. Grade level and content area training will be conducted based on the data and a professional development plan will be developed during the post-conference. In addition, co-teaching and coaching sessions will be scheduled with individual teachers to specifically relate to the teacher's areas for growth as identified in the teacher's evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904	Amendment # (for amendments only):
<p>Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.</p> <p>The EEIP grant will reform the formal evaluation system used in Everman ISD to include qualitative teacher pedagogical growth and performance data and quantitative student growth and performance data.</p> <p><u>Formal Evaluation:</u> Currently, principals and assistant principals use the Professional Development Appraisal System (PDAS) to observe and appraise teacher performance. The PDAS evaluates eight domains: Domain I: Active, Successful Student Participation in the Learning Process; Domain II: Learner-Centered Instruction; Domain III: Evaluation and Feedback on Student Progress; Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials; Domain V: Professional Communication; Domain VI: Professional Development; Domain VII: Compliance With Policies, Operating Procedures and Requirements; and Domain VIII: Improvement of Academic Performance of All Students on the Campus. Our administrators use the <i>PDAS Appraisal Framework</i> as a basis to rate teacher performance. The rubric is organized around eight domains covering all aspects of a teacher's job performance. The rubrics use a four-level rating scale with the following labels: Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory. The rubric provides a list of critical attributes to be demonstrated during a quality lesson for each performance level, as well as, the frequency or percentage of time that the attribute is expected to be evident in the lesson. The framework is used as a guide by evaluators to score each domain of the PDAS. The rubrics give teachers an end-of-the-year assessment of where they stand in all performance areas. Through the EEIP, informal peer observations conducted by Instructional Coaches will be added to the formal evaluation process. Coaches will use the Teacher Advancement Program (TAP) to observe and evaluate teachers. The TAP evaluates four performance standards to evaluate teacher pedagogical growth and performance once each semester. Teachers will also be part of the evaluation process through the EEIP. Each educator will rate their own performance before each evaluation using PDAS and TAP self reports.</p> <p><u>Multiple measures of teacher performance:</u> It is critical to the success of the EEIP initiative to develop meaningful measures of teacher effectiveness and student achievement growth over time. Evaluators currently score teacher effectiveness observations on the <i>PDAS Observation Summary</i> form. The report, designed based on the PDAS Scripting Form, shows domain scores for each observation in a table format that allows the evaluator to determine progress in each domain annually and across years of the project. The rubric lists each domain and provides a column for evaluators to assign a performance level to each specified criteria. In addition, the <i>PDAS Teacher Self Report</i> will be used to reflect teacher perspectives. Instructional Coaches will work with educators to use data from formal evaluations in a meaningful way. Teachers will be taught to utilize results to inform their instructional practices, and determine actionable curriculum strategies for the classroom, grade level, and campus. The evaluator will consider teacher scores in determining ratings on the <i>PDAS Observation Form</i>. The evaluation participants (administrator, instructional coach, and teacher) will use the ratings to identify areas for improvement and develop relevant strategies for improvement including attendance in professional development training and participation in coaching sessions.</p> <p><u>Teacher Pedagogical Growth and Performance</u> - Qualitative evaluations of pedagogical growth of teachers will be 50% of the teacher's final summative evaluation score. 35% of the qualitative score will be determined by teacher pedagogical growth as indicated by the administrator's evaluation ratings. 15% of the qualitative score will be determined by the Instructional Coach and Teacher evaluation ratings. A rubric, the <i>EEIP Evaluation Matrix</i>, has been developed to enable educators to monitor and report progress over time and to employ pedagogical growth as a component of evaluation. Scores will be added to the matrix by evaluators (administrator, Instructional Coach, teacher) after each observation to document educator performance. In this way, the matrix will represent PDAS and TAP ratings to provide value-added ratings that allow administrators to determine final scores based on improvement instead of mastery. A numeric value of 1 to 200 points from the PDAS evaluation will be reported on the matrix for each evaluation (159-200 points = Exceeds Expectations, 97- 158 points = Proficient, 27- 96 points = Below Expectations, and 0-26 points = Unsatisfactory). A numeric value of 1 to 60 points from each TAP Evaluator/Self Evaluator Report will also be reported on the matrix for each evaluation (46- 60 = Exceeds Expectations, 31-45 Proficient, 16-30 Below Expectations, 1-15 Unsatisfactory). The <i>EEIP Evaluation Matrix</i> will be used to show the progression of scores across time for all evaluations enabling the instructional leader to compare each teacher's expected growth to his or her projected growth and to determine a value-added final evaluation rating. The matrix will provide leaders with data to facilitate difficult conversations with teachers, schedule coaching activities, plan interventions to improve practice, and build consensus concerning sensitive decisions on compensation,</p>	

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career progression, and employment. *Student Growth and Achievement*: In addition to qualitative evaluations of pedagogical growth of teachers, quantitative student achievement will be 50% of the teacher's final summative evaluation score. 35% of the quantitative score will be determined by student growth as indicated by the percent of students needing acceleration who met standards. The percentage of students in intervention meeting standards at the end of the prior year will be compared to the percentage meeting standards at the end of the current year to determine Student Progress ratings. Student Progress is used to determine TEA Accountability System Index 2 Student Progress. The quantitative score will also be based on Student Achievement. The percent of students who met or exceeded progress at the end of the current year will be used to determine Student Achievement. Student mastery of content based on standard grade level criteria is used to determine TEA Accountability System Index 1 Student Achievement ratings. The TEA Academic Performance Report will be used to determine student growth. Student progress and achievement will be given a numeric value of 1 to 4 points (1=Unsatisfactory, 2=Below Expectations, 3=Proficient, 4=Exceeds Expectations).

Timing of formal evaluations: The Everman ISD EEIP program is dedicated to improving teacher evaluation tools and processes that strengthen the leadership and evaluation skills of evaluators, provide specific feedback to help teachers improve practice, and generate targeted professional development opportunities. All formal evaluations will be conducted for an entire class period, lesson or a minimum of 30 minutes. At this time, the number of times an administrator observes a teacher is based on their years of experience. Teachers with one to three years of experience are on a probationary contract and observed twice each year. Teachers with more than three years of experience are on a continuing contract and are observed once each year. The EEIP program will change this practice. Evaluators need to have been in classrooms of teachers who score "Below Expectations" or "Unsatisfactory" frequently throughout the year to fully evaluate performance and provide detailed guidance on how to improve. For teachers who are working to improve performance, it would not be appropriate to complete the summative evaluation based on one classroom observation. For this reason, these teachers will be observed once each semester. Teachers who score "Below Expectations" or "Unsatisfactory" in any domain of an observation will also be required to work with administrators to complete the *PDAS Intervention Plan for Teachers Needing Assistance* report. The form lists domains in need of improvement and interventions based on each deficiency cited. The report will be revisited at each subsequent observation to determine progress toward stated expectations for improvement. Information will be used to provide specific feedback and identify targeted training and coaching opportunities to improve instruction. All teachers will be observed by the Instructional Coach at least once each semester.

Persons trained and deployed to conduct formal observations: All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and school setting. Teachers with above expected levels of student growth will be evaluated by a credentialed EISD evaluator. Teachers with expected levels of student growth will be evaluated by the Principal or Assistant Principal of the campus for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the Principal as evaluator for the evaluation cycle. A credentialed evaluator is one who has completed PDAS training and possesses the proper certification/licensure to be an evaluator and has been approved as an evaluator by the school district. In addition, Instructional Coaches will be trained to conduct observations using the Teacher Advancement Program (TAP) rubric. The coaches will be trained and credentialed to conduct the TAP at the Education Service Center.

Process & content of summative evaluation meetings: All evaluations will be previewed and followed by face-to-face conversations. The pre-conference will take place at least one week before the observation and a record of the date will be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following: Lesson or unit objective(s); Prior learning experiences of the students; Characteristics of the learners and learning environment; Instructional strategies that will be used to meet the lesson objectives; Student activities and materials; Differentiation based on needs of students; and Assessment (data) collected to demonstrate student learning. As a result of the EEIP initiative, teachers will be a part of the evaluation process. Teachers will complete a *PDAS Teacher Self Report* before each administrator conducted evaluation and the *TAP Observation Self Report* before each Instructional Coach conducted observation. The report will provide a basis for the evaluator and educator to discuss the classroom visit at the pre-conference. The teacher will share information about the characteristics of the learners and the classroom learning environment. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation. Post-observation meetings will be held no more than one week after the observation. During the conversations, teacher completed reports will be used to focus both participants on understanding performance from an outside perspective. Evaluators will provide views of the teachers' performance, give praise, offer suggestions, and listen to concerns. Teachers will share information about instructional activities, collegial interactions, parent outreach, and professional growth. The evaluator will determine the final score, but the discussion is used to build consensus based on actual evidence of the accurate score for each criterion and to work together to identify interventions to improve practice.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Effective educators are the key to improved student performance. In order to maximize the impact and effectiveness of the EEIP, accommodations will be made in district professional development offerings, campus schedules, campus staff and job descriptions, compensation and salary schedules, and the evaluation process.

Ongoing Applied Professional Growth: The campus principals will restructure the school schedule or after school to provide time during the regular school day for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly EEIP Common Planning meetings. During meetings, instructional coaches will model instructional techniques based on Jensen brain-based learning and the targeted instructional goals and objectives for the upcoming week. The team will create a framework for lessons for the week. The coach will prompt educators to discuss how they will implement performance indicators from the evaluation TAP rubric during lessons. Teachers will provide explanations or examples of each component including: Lesson Structure and Pacing, Assessment, Questioning, Academic Feedback, Grouping Students, and Problem Solving. Coaching opportunities will be scheduled during common planning meetings to meet the needs of individual teachers. Coaching opportunities will take the form of modeling particular instructional strategies, giving demonstration lessons, or co-teaching. To add accountability for implementation of strategies learned during training, the coach will conduct peer evaluations at least once each six week using a rubric. When a peer evaluation rubric identifies an "area of refinement", the coach will review and reinforce strategies to improve student performance and work with the teacher to identify additional coaching supports to improve pedagogical skills.

Accommodations: The superintendent and principals will revise professional development calendars to accommodate EEIP professional development training and workshops during in-service and throughout the year. Training will include the addition of a 2-day summer institute for new educators in Jensen learning and classroom management strategies. The campus principals will restructure the school schedule to provide time during the regular school day for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly EEIP Common Planning meetings. The Program Director will work with the Assistant Superintendent for Finance and Project Coordinator to create Common Planning meetings during and outside of the school day. Subs will be paid through the grant to allow teachers to attend. Additional funds will be used to provide funding for teachers to meet collaboratively outside of the contract day. The Superintendent will submit the plan to the Board of Trustees for approval. The salary schedule will also be modified to include a supplement for the Instructional Coaches to perform additional duties. The District Wide Improvement Committee will monitor the use and success of the Performance Supplements at meetings.

Multiple Career Paths: The Educator Excellence Innovation Program will allow teachers to pursue a variety of positions throughout their careers including Novice Teacher, Career Educator, Advanced and Master Teacher depending upon their interests, abilities, and accomplishments. As they move through their career path, their qualifications, roles, and responsibilities increase, so does their compensation. Teachers who reach the Mentor level and above will receive additional compensation for their added credentials, roles, and responsibilities in the improvement of teacher and student learning. The proposed EEIP allows teachers to advance without having to leave the classroom.

Accommodations: The Project Director, Assistant Superintendent of Finance, and Project Coordinator, under the direction of the Superintendent will revise district and campus staffing plans to include a hierarchical Career Pathway, as well as, job descriptions to accommodate multiple career paths and associated positions developed by the team. The leaders will develop Salary Schedule to reward teachers at the highest level of the Career Pathway. The plan will be submitted to the Board of Trustees for approval. The District Wide Improvement Committee will monitor the use and success of the Performance Compensation plan at meetings.

Growth and Performance Based Accountability

Teacher Growth and Performance: Teachers will be observed in classroom instruction at several times each year by multiple observers, including administrators and Instructional Coaches. Pedagogy growth and performance will make up 50% of the educator's final evaluation score. Three types of evaluations will be conducted each semester to determine growth and performance in the classroom: (1) Administrators will be trained and certified on use of the Professional Development Appraisal System (PDAS). (2) Peer evaluators, Instructional Coaches, will be trained and credentials in

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the use of the Teacher Advancement Program (TAP) observation process. (3) Teachers will be trained to complete PDAS and TAP self evaluation rubrics before each evaluation. The EEIP Evaluation Matrix will be created to record the results of each evaluation to enable participants to view growth in each domain and performance standard over time. The matrix will include a rating guide to enable the educators to assign a performance rating of Unsatisfactory, Below Expectations, Proficient, or Exceeds Expectations to each evaluation. The rating guide will include calculations for assigning the appropriate weight to educator scores in pedagogical growth (representing 35% of the evaluation) and pedagogical performance (representing 15% of the evaluation). *Accommodations:* With guidance of an ESC consultant, the Program Director will work with district leadership and the Project Coordinator to revise the district evaluation plan to include multiple evaluations conducted by administrators, peers, and the educator. The plan will be submitted to the Board of Trustees for approval. Once the plan is approved, the District Wide Improvement Committee will monitor the reliability and consistency of evaluations at the campus and district level.

Student Growth and Performance: Through the EEIP, teachers in each Everman ISD campus will have opportunity to earn Performance Supplements each year based on student growth and achievement gains at the campus and classroom levels. The percentage of students who need accelerated instruction meeting state proficiency standards will be compared to the prior year achievement of the cohort to determine student growth. In addition, the percentage of students meeting state proficiency standards will be compared to the prior year achievement of the cohort to determine student achievement. *Accommodations:* The Project Director will work with the Assistant Superintendent for Finance and the Project Coordinator to develop the Performance Supplements plan. The plan will be submitted to the Board of Trustees for approval. The District Wide Improvement Committee will monitor the use and success of the Performance Compensation plan at meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Educators in Everman ISD attend professional development to increase student achievement. Professional development opportunities will be provided within the school week through EEIP. Attendance and use of strategies in the classroom will be tied to observation rubrics and performance ratings. The strategic compensation for educators to support campus collaboration and pedagogical improvement will be provided.

Trainings and Workshops: Professional development training in Jensen brain based strategies will be presented during 2 days of in-service for new teachers. The Jensen training will introduce the use of introduction, application and evaluation activities to develop higher order thinking abilities. The training that produces high yield teaching and learning strategies will also be conducted during 1 day of in-service for all teachers during an annual professional development day. The school-wide training will be set up to train elementary and secondary teachers separately and will be designed to focus on incorporating writing and math activities into the cooperative learning style.

Training Leaders: The Leadership Mentor, Mentors, and Instructional Coaches will attend Teacher Leader training at the Education Service Center (ESC), Region 11. The training will introduce the educators promoted to leadership positions through the EEIP to evidence based leadership strategies to improve effectiveness of planning sessions and implementation activities. The educators will learn five characteristics of strong teams and will work with other participants to identify possible problems and viable solutions during the training. In addition, each member will attend courses or training to promote effective performance in their assigned grant leadership position. *Mentors, Instructional Coaches, and the Leadership Mentor* (Project Coordinator) will attend four days of training conducted by an ESC consultant to develop mentoring abilities. Each training day will encompass one topic: Leadership Coaching for High Performance, Instructional Coaching, Powerful Coaching, and Advanced Coaching. The Instructional Coach for Math and Science will attend Texas Regional Collaborative for Excellence in Science and Math coaches training at the ESC during the summer months. The training is designed to empower coaches to provide 12 hours of evidence based lessons to teachers to improve student performance. The ELA coaches will attend Integrating Writing Across the Content Areas training conducted at the ESC. This training will be used to teach educators assigned to a EEIP collaborative team to integrate writing lessons and assignments into their course content.

Collaborative Teams to Improve Student Performance: Teachers will meet each week in EEIP common planning meetings. The meetings will be held to provide ongoing professional development:

Collect and analyze formative and summative data: Instructional Coaches will lead teachers to collect and use informal classroom data to plan intervention and classroom lessons, collaboratively group students for success, and encourage parent participation. Formal student data Eduphoria reports will also be presented to determine student mastery of Student Expectations (SEs) and Texas Essential Knowledge Skills (TEKS). With the guidance of the Instructional Coach, the team will target TEKS most in need of improvement by campus, grade level, and student group.

Understand Student Expectations and Best Practices: Once needs have been established, Instructional Coaches will explain the scope of the SE including the TEKS that are the building blocks of the SE. They will model instructional strategies for teaching the specified TEKS, and demonstrate assessment strategies to monitor student progress. The Instructional Coach will work with each core content area to develop lesson plans weekly within the scope of the district curriculum framework.

Use Data to Guide Instructional Decisions: Instructional Coaches will lead team meetings to guide teachers in designing lessons for the coming week that promote mastery of Texas Essential Knowledge Skills (TEKS). Teachers will learn to collect and use informal classroom data to plan intervention and classroom lessons, collaboratively group students for success, and encourage parent participation.

Collaboratively Work to Meet Goals: Writing and Math are targets for improvement in EISD at each grade level. Principals will assign all teachers at each campus to a core content area EEIP meeting. Some will be assigned to work with the ELA Coach and others will be assigned to work with the Math coach. The teachers will collaborate with core content area teachers to improve student performance. This will ensure a collaborative team of educators are addressing each targeted Student Expectation. The Instructional Coach will work with all teachers to integrate writing and math content and activities into classroom instruction in all campus courses. Student success will be the

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responsibility of all campus teachers, not the core content teachers.

Implement Research-Based Best Practices: Everman ISD uses an evidence based scope and sequence for planning TEKS based instruction. However, because of the high number of economically disadvantaged and LEP learners in the district, it is difficult to differentiate instruction to meet student needs and ensure mastery of content and promotion to the next grade. Our district has identified Jensen brain-based learning strategies as a method to improve teacher pedagogy and student performance. All teachers in the district will attend two days of Jensen training to establish classrooms where diverse learners encourage and tutor each other and students are held individually accountable for their own learning. Instructional Coaches will attend additional of training in their designated subject area. Math Coaches will attend UT Dana Center training for Campus Coaches. The training is designed to provide coaches with content in the form of learning modules, hands-on activities, assessment resources, and parent participation plans. ELA Coaches will attend training conducted at Educational Service Center, Region 11. The training, Six Traits of Writing will provide prompts, strategies, and assessment tools for improving writing abilities and scores. During common planning meetings, the Instructional Coaches will share resources for improving student performance based on their training and experience.

Peer and Self Observations: To impact the effectiveness of common planning sessions, Instructional Coaches will act as peer evaluators to monitor implementation of curriculum and instruction in the classroom using TAP rubrics at least once each semester. Teachers will also complete the TAP observation. The combined scores will be used by the educators to build on strengths and to identify weaknesses. The coaches will work with teachers to identify and schedule training for EEIP meetings, demonstrations of best practices, and co-teaching or modeling visits based on rubric scores.

Professional development will be presented through training, collaborative meetings, and coaching activities. This also will address student needs across grade levels and classes and will be expected to result in effectively implemented program activities, and an increase in teacher pedagogical skills and student achievement. Teacher instructional growth and performance will be evaluated using the PDAS and TAP rubrics. Evaluations will be based on improved pedagogical skills (35%) and final performance ratings (15%). Student achievement and growth will be evaluated using CPALLS, TPRI, and STAAR assessment scores. This change will be measured based on the CPALLS Summary Reports (PreK), TPRI Summary Reports (Grades K-2), and TEA Accountability System Academic Performance Report (Index 1 Student Achievement, Index 2 Student Progress, Index 3 Closing the Gaps, and Index 4 Postsecondary Readiness ratings). The percent of increase in students meeting state standards and the percent of students requiring acceleration who meet state standards will be determined for each year of the grant using these reports. Evaluations will be based on student growth (35%) and proficiency in meeting state standards (15%). A comprehensive account of performance will be documented through all four (4) indexes in order to provide a holistic view of district, campus, and teacher performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The strategic compensation plan of the Everman ISD Educator Excellence Implementation Program (EEIP) will include three types of compensation:

1. Performance Supplements: The EEIP will establish performance pay for educators who teach in a campus that has met state proficiency standards according to the TEA Texas Academic Performance Report. The educators will be paid based on benchmark and end-of-year assessment scores. Performance pay will be based on the grade level (PK-2) or content area (grade 3-12) performance. All teachers in each campus will be placed on a EEIP team and will be eligible for the award. An example of the award structure is below:

Teacher Assignment	Test	Number Teachers	Criteria	Award	Total
Novice and Career - PK	CPALLS	4	Level 1 – 80% or more "Developed" all subtests Level 2 – 70% or more "Developed" all subtests	Level 1 - \$1000 Level 2 - \$ 500	\$4000
Novice and Career 3-8 th	STAAR	4	Level 1 – 80% or more "Proficient" content area Level 2 – 70% or more "Proficient" content area	Level 1 - \$1000 Level 2 - \$ 500	\$4000
Novice and Career 9-12 th	STAAR	4	Level 1 – 80% or more "Proficient" content area Level 2 – 70% or more "Proficient" content area	Level 1 - \$1000 Level 2 - \$ 500	\$4000
Master	STAAR	4	Level 1 – Campus ranking – Distinctions Awarded Level 2 - Campus ranking – Met State Standards	Level 1 - \$1000 Level 2 - \$ 500	\$4000
Advanced	STAAR	4	Level 1 – Campus ranking – Distinctions Awarded Level 2 - Campus ranking – Met State Standards	Level 1 - \$1000 Level 2 - \$ 500	\$4000
Administrator	STAAR	4	Level 1 – Campus ranking – Distinctions Awarded Level 2 - Campus ranking – Met State Standards	Level 1 - \$1000 Level 2 - \$ 500	\$4000

The above chart is a representation of the proposed Performance Pay Supplement. It is assumed that the campus met state proficiency standards to be eligible for an award. The actual criteria will be established each year based on proficiency rates for the campus and subject area.

2. Career Advancement Supplements: The EEIP will establish four career pathways for teachers to advance in their career: Novice, Career, Master, and Advanced . Movement on the pathway as well as Career Advancement Supplements will be based on the final evaluation score. Educators at the Master and Advanced levels will be paid annual supplements for teachers assigned to work with teachers to acquire new knowledge and instructional skills, educators who assume extra responsibilities and teachers who instruct in subject areas that required advanced credentials to teach. Educators will have opportunities to attend common planning, training, workshops and conferences to advance in their career pathway. In addition, supplements have been structured to match tuition for graduate level courses to accommodate educators in meeting their goals. Educators will be paid based on responsibilities, duties, and credentials at each level:

- ✓ Novice – Educators in EISD are scheduled to be place on probationary contracts during the first two years of service. Through the EEIP, teachers will have the opportunity to earn Performance Supplements and move to a continuing contract after the first year of service based on "Exceeds Expectations" or higher rating on the final evaluation and principal recommendation.
- ✓ Career – Educators in EISD are scheduled to be placed on continuing contracts after two years of service based on "Proficient" or higher rating on the final evaluation and principal recommendation. These teachers have the opportunity to earn performance supplements and move to the Master Teacher level based on "Exceeds Expectations" on the final evaluation and principal recommendation.
- ✓ Master – educators who are assigned to work with other educators for the purposes of improving teacher pedagogy or student achievement. These teachers will be paid a supplement of \$3000 each year and have the opportunity to earn performance supplements. The teachers have the opportunity to move to Advanced

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Teacher level based on excellence in their Master Teacher responsibilities, "Exceeds Expectations" on the final evaluation, and principal recommendation.

- ✓ Advanced –educators who assume extra responsibilities and teachers who instruct in subject areas that required advanced credentials to teach. These teachers will be paid a supplement of \$5000 each year and have the opportunity to earn performance supplements. Master teachers can move to administrative positions based on excellence in their Advanced level responsibilities, "Exceeds Expectations" on the final evaluation, and principal recommendation.
- ✓ Administrator – educators who assume leadership roles in the district. These educators are paid at a higher scale on the EISD Salary Schedule and have the opportunity to earn performance supplements.

Recruitment Supplement:

EISD will implement two supplements to increase the number of highly qualified educators teaching our students.

1. Early Notification of Retirement stipends in the amount of \$500 per teacher will be paid to teachers who apply for retirement by January 15th of each school year.
2. Signing bonuses will be paid in the amount of \$500 per teacher to Novice Teachers who sign a contract to work in the district by April 1st of each school year.

Educators will receive supplements based on meeting eligibility requirements and the following schedule:

1. Performance Supplements: Teachers will be eligible to receive performance supplements in January and May each year based on the timeline for benchmark and assessment administration and receipt of student and campus scores. Supplements will be paid only on the first administration of the STAAR test each year. Subsequent administrations for students who did not pass the assessment during the first administration will not be eligible for a performance award. Supplements will be paid each semester through the end of the grant period with the first compensation payment in June of 2014.
2. Career Supplements: Teachers will be eligible to receive career supplements in August 2014 through August 2016. These supplements will be paid twice each year, in December and June.
3. Recruitment Supplement: Early notification supplements will be paid to teachers who meet the January 15th deadline upon receipt of TRS paperwork documenting approved retirement benefits. Recruitment supplements will be paid to new hires who meet the April 1st signing deadline upon approval of employment by the Board of Trustees.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruiting and Hiring: Everman, Texas is a suburb of Ft. Worth. The district offers a salary structure that is comparable to other districts in the DFW metropolitan region. However, because of the poverty of the community and the diverse student population served, our district is faced with a shortage of qualified teacher applicants each year. The EEIP will enable the district to improve the recruitment, application, and hiring process:

1. **Early Retirement Stipend:** The EEIP initiative will enable the district to offer an incentive to retiring teachers who inform the district by January 15th of their intent to retire at the end of the year. The early identification program will allow the district to recruit teachers during job fairs held in the DFW metropolitan region.
2. **Signing Bonus:** The most highly qualified teachers are hired during the early spring by large district with salary schedules that are slightly higher than EISD. Through the EEIP, our district will offer signing bonuses to teachers who sign a contract by April 1st. The signing bonus will enable our district to level the playing field in attracting the most effective and highly qualified applicants.
3. **Employment Applications:** The District Wide Improvement Committee is in the process of reviewing employment applications of other districts with the goal of revising the form to address the applicant's education certification program attended, prior record of success in working with diverse student populations, and attendance in professional development training. All changes to recruitment and hiring policies will be submitted to the Board of Trustees for approval and included in Human Resources policy.

EISD would like to become a leader in school improvement by focusing on teacher effectiveness through implementation of the EEIP. The innovative project will enable our district to take Master and Advance level teachers to job fairs to explain the Educator Excellence program and their own career advancement based on student achievement gains as well as classroom evaluations. The EEIP plan which includes five career opportunities for teachers with additional responsibilities and differentiated compensation; performance pay that rewards teachers for growth in student achievement based on a value added measure; a revised appraisal system that is linked to professional development; assignment of highly effective teachers to high-needs students; and a systematic process to evaluate and refine programs and systems to ensure results will be attractive to educators who want to be part of a school improvement program that focuses on educators as the key to success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Educator Excellence Innovation Program provides multiple career pathways for classroom teachers. The levels and additional responsibilities, professional development, and supplements for each level are listed below.

1. **Novice** – Educators in EISD are scheduled to be placed on probationary contracts during the first two years of service. To help these young teachers develop pedagogical skills, they will attend five days of Induction training before the contract period begins. The teachers will attend two days of training in the systems, policies, and responsibilities of the district and campus. Novice teachers will also attend one day of training in utilizing four basic components to establish a positive and productive classroom environment. In addition, the EEIP will enable the district to provide 2 days of Jensen training to introduce brain based strategies for lesson delivery to promote high level thinking skills that prepare students for passing rigorous classroom content, meeting standards on high stakes assessments, and passing TSI entrance exams to enter postsecondary education or training. Novice teachers will be assigned a Mentor for the first year of service in the district. The Mentor, a trained educator at the Master level of teaching, will work with the Mentee at least three hours each week. In addition, the district will provide Instructional Coaches to work with all teachers during EEIP Common Planning meetings. The layers of support for our new teachers have been created to help them achieve personal goals as well as those of the students they teach. Through the EEIP, teachers will have the opportunity to earn Performance Supplements and move to a continuing contract after the first year of service based on "Exceeds Expectations" or higher rating on the final evaluation and principal recommendation.

2. **Career** – Educators in EISD are scheduled to be placed on term contracts after three years of service based on "Proficient" or higher ratings on the final evaluation and principal recommendation. Career teachers will attend one day of Jensen training during in-service to introduce brain based strategies for lesson delivery to promote high level thinking skills that prepare students for passing rigorous classroom content, meeting standards on high stakes assessments, and passing TSI entrance exams to enter postsecondary education or training. The teachers will have the support of Instructional Coaches throughout the year to design lessons, integrate best practices into instruction, and use assessment data to guide instructional decisions. The teachers will participate in multiple evaluations and work with evaluators to identify strengths and weaknesses. The teachers will use their strengths to improve content knowledge and instructional skills of peers through sharing ideas and successes at EEIP meetings. The educators will improve skills through working with the Instructional Coach during meetings and coaching activities. These teachers have the opportunity to earn performance supplements and move to the Master Teacher level based on "Exceeds Expectations" on the final evaluation and principal recommendation.

3. **Master** – Through the EEIP, educators will be assigned to work with other educators for the purposes of improving teacher pedagogy or student achievement. Master teachers will attend training to become Teacher Leaders. During training they will learn four strategies for effectively building teams and working collaboratively to meet stated campus and district goals. The teacher will be expected to work with other teachers at least three hours each week and will be provided release time to complete their assigned duties. As leaders in the campus, the Mentors will be added to the Campus Improvement Committee. This will enable the team to consider the perspective and needs of all educators including Novice teachers when planning school improvement initiatives. Master teachers will be paid a supplement of \$3000 each year and have the opportunity to earn performance supplements. The Career Supplement for this level enables the educators to pay tuition for three graduate courses each year for Master Teachers who have aspirations of becoming an administrator in the future. They have the opportunity to move to Advanced Teacher level based on excellence in their Master Teacher responsibilities, "Exceeds Expectations" on the final evaluation, and principal recommendation.

4. **Advanced** – Educators who assume extra responsibilities and teachers who instruct in subject areas that required advanced credentials to teach are considered 'Advanced'. The EEIP will designate teachers in this level of the career pathway as Instructional Coaches based on their credentials and experience. The teachers will attend Teacher Leader training as well as content specific training. The Instructional Coach for Math and Science will attend Texas Regional

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Collaborative for Excellence in Science and Math coaches training at the ESC during the summer months. The training is designed to empower coaches to provide 12 hours of evidence based lessons to teachers to improve student performance. The ELA coaches will attend Integrating Writing Across the Content Areas training conducted at the ESC. This training will be used to teach educators assigned to a EEIP collaborative team to integrate writing lessons and assignments into their course content. Instructional Coaches will also attend conferences in their subject area. These teachers will be paid a supplement of \$5000 each year and have the opportunity to earn performance supplements. Master teachers can move to administrative positions based on excellence in their Advanced level responsibilities, "Exceeds Expectations" on the final evaluation, and principal recommendation.

5. Administrator – Educators who assume campus or district leadership roles in the district are classified as Administrators. These educators oversee the operations, curriculum, and leadership of the campus and district. EISD administrators attend summer and school year training to develop skills in each component of their assigned position. Administrators are paid at a higher scale on the EISD Salary Schedule and have the opportunity to earn performance supplements through the EEIP.

The innovative career pathway program will not only improve the future of teachers, but will provide a success model for our students. Texas has a strong history of economic growth and prosperity. As the number of children from poverty increases in our state and schools, the economic future of our state is threatened. It is important that models of financial success and career advancement achieved through academic pursuits are implemented in our schools. Through the EEIP, teachers will set personal and academic goals, perform additional responsibilities, and complete training and coursework to become models of success for our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Educator Excellence Innovation Program relies on innovative and compensation for high quality collaboration and performance. The district could not implement the practices without grant funds:

Recruiting and Hiring: Because of state budget cuts that have reduced the amount of funding available for educator salary supplements. The district could not implement the following practices necessary to recruit and hire qualified applicants without grant funds:

- (a) Pay early retirement stipend for teachers who notify EISD of impending retirement by January 15th
- (b) Provide signing bonuses for new employees who sign a contract before April 1st.
- (c) Conduct Jensen training for Novice teachers (2 days during the Induction program) and for Career Teachers (1 day during in-service)
- (d) Provide Mentors to work with Novice teachers during their first year of teaching in the district.

Student Performance: Through the EEIP, the district will align goals for student growth and achievement with strategic compensation and provide instructional support to improve student achievement, growth and postsecondary readiness. Without grant funding, the district could not implement the following practices:

- (a) Provide Performance Supplements for teachers that meet state standards of student achievement, growth, postsecondary readiness,
- (b) Employ Instructional Coaches for ELA and Math to train teachers in content knowledge and demonstrate instructional best practices, and
- (c) Schedule and implement common planning sessions before or after school.

Evaluation System: The EISD teacher appraisal policy will be revised to include multiple appraisals and appraisers to improve the instructional skills of educators and the performance of students. Without the grant, the district would not be able to implement the following activities:

- (a) Hold training with ESC consultants and the External Evaluator to revise the evaluation system, and
- (b) Conduct training in Teacher Advancement Program observations for Peer Evaluators (Instructional Coaches) and teachers,

Career Pathways: The EEIP will create pathways for educators to advance in their career as an educator. The EEIP will enable the district to implement several components that could not be accomplished without grant funds:

- (a) Provide professional development (workshops, training, conferences) for teachers to advance in their career pathway including content specific training for Instructional Coaches, and
- (c) Implement Career Supplements to base pay for educator classifications annually for teachers assigned to work with teachers to acquire new knowledge and instructional skills, educators who assume extra responsibilities and teachers who instruct in subject areas that required advanced credentials to teach.

Grant Management and Evaluation: The proposed EEIP strategic compensation plan will align teacher pay and overarching district policies, practices, and systems that directly affect classroom instruction and, ultimately, student achievement. Effective grant management and evaluation are essential to operating an effective program that realizes EEIP goals through ongoing monitoring and revision. Without grant funds, our district would not be able to effectively implement and evaluate the program including:

- (a) Hire a Leadership Mentor to manage the EEIP working with administrators to effectively implement innovations, and
- (b) Contract with an External Evaluator to design the evaluation of the program including data collection, methods, progress monitoring, summative evaluation, and reporting.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220904

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following timeline outlines the anticipated steps necessary to fulfill the EEIP plan.

Major Project Management Activities	Proposed Begin	Proposed End Date
DWIC, Superintendent, and Board of Trustees approval of EEIP plan and determine progress monitoring dates for reporting	04/01/2014	04/30/2014
Contract with External Evaluator to identify data systems to collect EEIP data and design evaluation process for EEIP.	04/14/2014	08/11/2014
Attend ESC meetings to create evaluation system based on value added teacher and student growth and performance	04/14/2014	06/20/2014
Revise evaluation process and schedules to include multiple observations	04/14/2014	05/01/2014
Design EEIP Evaluation Overview to correlate scores of PDAS & TAP evaluations	04/14/2014	05/01/2014
Train Administrators, Mentors, Instructional Coaches to conduct Teacher Advancement Program observations	05/01/2014	08/20/2014
Train teachers to complete Teacher Advancement Program self evaluations.	09/14/2014	10/31/2014
Update EISD Salary Schedule to include EEIP Performance, Career, and Recruitment Supplements	04/14/2014	08/11/2014
Publish Performance, Career, and Recruitment Supplement Plan	04/14/2014	05/01/2014
Update HR processes to include EEIP recruitment, and hiring policies.	04/01/2014	06/15/2014
Designate Mentors	04/01/2014	06/15/2014
Designate Instructional Coaches	05/01/2014	06/15/2014
Instructional Coaches and Mentors attend summer training	05/01/2014	08/20/2014
Hold campus EEIP information meetings with professional staff at in-service meetings and public through PTO meetings	04/14/2014	08/11/2014
Conduct 2 PD Jensen training days - induction program	08/1/2014	08/20/2014
Conduct Jensen Professional Development training for professional staff at in-service each year.	08/20/2014	09/01/2015
Schedule and conduct weekly EEIP common planning meetings	09/01/2014	05/26/2016
Review Performance, Career, and Recruitment Supplements with professional educators at EEIP meetings.	04/14/2014	08/11/2014
Instructional Coaches Meet with teachers each six weeks in EEIP meetings to review goals and monitor progress	05/01/2014	05/26/2016
Track and discuss correlation between Performance and Career Supplements and meeting personal PD goals during PLC meetings	09/01/2014	05/26/2016
Track and discuss correlation between Performance and Career Supplements with PD, coaching activities, and evaluation.	09/01/2014	05/26/2016
Evaluate program components each semester.	12/31/2014	08/31/2016
Submit reports to TEA on time and in the format requested.	04/01/2014	08/31/2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220904

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A grant plan was developed by stakeholders based on the District Improvement Plan goals and objectives, TEA guidelines for the Educator Excellence Innovation Program, and research in successful state and national efforts to restructure educator compensation policies and salary structures. District leadership met to recommend priorities for implementation. A logic model was developed of prioritized needs, goals, actions, and results. Also, a supplement plan for educator awards was developed. The plan, logic model, and awards were approved by leadership and campus faculties. If approved, the model will be further developed during grant planning in the spring of 2014 by stakeholders to ensure affected personnel groups continue to be part of the decision, planning, implementation, and evaluation process.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses in the district will participate. Everman Joe C Bean High School (grades 9-12), Everman Academy High (grades 9-12), Baxter Jr. High (grades 7-8), Johnson 6th Grade Center (grade 6), Dan Powell Intermediate (grade 5), Bishop Elementary (grades PK-4), Hommel Elementary (grades PK-4), E Ray Elementary (grades PK-4), Souder Elementary (grades PK-4), and Townley Elementary (grades PK-4). As all schools have large percentages of economically disadvantaged students with high needs, each campus will benefit from the coaching, compensation, and evaluation plans/systems in the EEIP grant.

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